APPENDIX M—SAMPLE REPORTS

Technical Report — Appendix M: Sample Reports

Report	Grades Available	Teaching Year & Testing Year	Sample Report Included
Student Report	3-8, 11	No	Grade 5 & 11, testing year
Item Analysis: Reading	3-8, 11	Yes	Grade 11, testing year
Item Analysis: Mathematics	3-8, 11	Yes	Grade 5, testing year
Item Analysis: Writing	5, 8, 11	Yes	Grade 5 & 11, testing year
School Results Report	3-8, 11	Yes	Grade 11, testing year
School Summary Report	One summary of all grades in a school	Yes	All grades, testing year
District Results Report	3-8, 11	Yes	Grade 5, testing year
District Summary Report	One summary of all grades in a school	Yes	All grades, testing year

NECAP Student Report - Fall 2007

This report contains results from the Fall 2007 New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the current enrolled grade. In other words, content and skills which students have learned through the end of the previous grade.

NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind. More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments. Contact the school for more information on this student's overall achievement.

Achievement Levels and Corresponding Score Ranges

Student performance on the NECAP tests is classified into one of four achievement levels describing students' level of proficiency on the content and skills required through the end of the previous grade. Performance at Proficient or Proficient with Distinction indicates that the student has a level of proficiency necessary to begin working successfully on current grade content and skills. Performance below Proficient suggests that additional instruction and student work may be needed on the previous grade content and skills as the student is introduced to new content and skills at the current grade. Refer to the Achievement Level Descriptions contained in this report for a more detailed description of the achievement levels.

There is a wide range of student proficiency within each achievement level. NECAP test results are also reported as scaled scores to provide additional information about the location of student performance within each achievement level. NECAP scores are reported as three-digit scores in which the first digit represents the grade level. The remaining digits range from 00 to 80. Scores of 40 and higher indicate a level of proficiency at or above the Proficient level. Scores below 40 indicate proficiency below the Proficient level. For example, scores of 340 at grade 3, 540 at grade 5, and 740 at grade 7 each indicate Proficient performance at each grade level.

Comparisons to Other Beginning of Grade Students

The tables in the middle section of the report provide the percentage of students performing at each achievement level in the student's school, district, and statewide. Note that one or two students can have a large impact on percentages in small schools and districts. Results are not reported for schools or districts with nine (9) or fewer students.

Performance in Content Area Subcategories

This section of the report provides information about student performance on sets of items measuring particular content and skills within each test. These results can provide a general idea of relative strengths and weaknesses in comparison to other students. However, results in this section are based on small numbers of test items and should be interpreted cautiously.

Students at Proficient Level

This column shows the average performance on these items of students who performed near the beginning of the Proficient achievement level on the overall test. Students whose performance in a category falls within the range shown performed similarly to those students. This comparison can provide some information about the level of performance needed to perform at the Proficient level.

Comments about this student's writing performance

Students in grades 5 and 8 took the NECAP writing test which included a writing prompt that required students to produce a written response up to three pages long. Student responses were scored independently by two scorers. Each scorer was able to choose up to three comments from a prepared list to provide feedback about each student's performance on the writing prompt. If both scorers selected the same comment, it is listed only once.

Achievement Level Descriptions

Proficient with Distinction (Level 4) - Students performing at this level demonstrate the prerequisite knowledge and skills needed to participate and excel in instructional activities aligned with the GLE at the current grade level. Errors made by these students are few and minor and do not reflect gaps in prerequisite knowledge and skills.
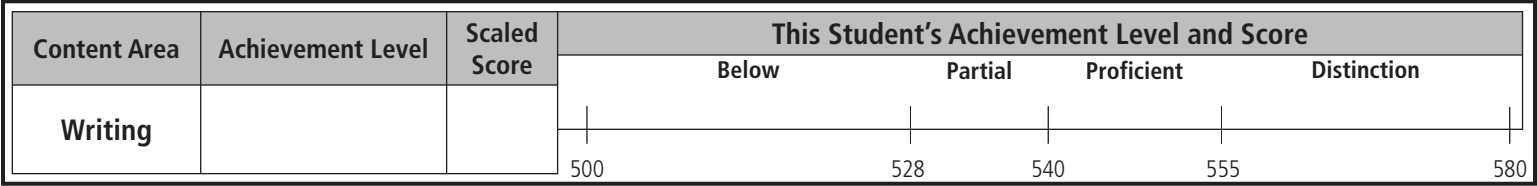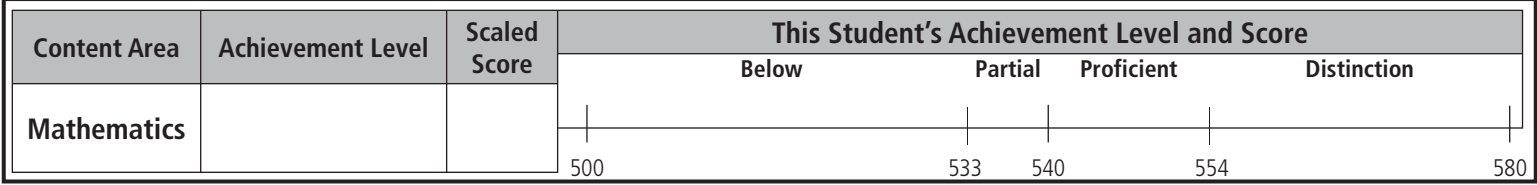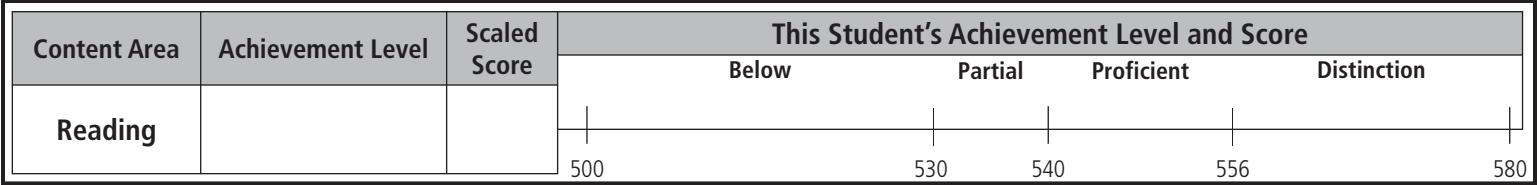
Proficient (Level 3) - Students performing at this level demonstrate minor gaps in the prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the GLE at the current grade level. It is likely that any gaps in prerequisite knowledge and skills demonstrated by these students can be addressed during the course of typical classroom instruction.

Partially Proficient (Level 2) - Students performing at this level demonstrate gaps in prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the GLE at the current grade level. Additional instructional support may be necessary for these students to meet grade level expectations.

Substantially Below Proficient (Level 1) - Students performing at this level demonstrate extensive and significant gaps in prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the GLE at the current grade level. Additional instructional support is necessary for these students to meet grade level expectations.

Student	Grade 05	School	District	State

Fall 2007 - Beginning of Grade 5 NECAP Test Results

Content Area	Achievement Level	Scaled Score	This Student's Achievement Level and Score
Reading			Below Partial Proficient Distinction 500 530 540 556 580

Content Area	Achievement Level	Scaled Score	This Student's Achievement Level and Score
Mathematics			Below Partial Proficient Distinction 500 533 540 554 580

Content Area	Achievement Level	Scaled Score	This Student's Achievement Level and Score
Writing			Below Partial Proficient Distinction 500 528 540 555 580

Interpretation of Graphic Display

The line (▐) represents the student's score. The bar (▬▬) surrounding the score represents the probable range of scores for the student if he or she were to be tested many times. This statistic is called the standard error of measurement. See the reverse side for the achievement level descriptions.

This Student's Achievement Level Compared to Other Beginning of Grade 5 Students by School, District, and State

	Reading				Mathematics				Writing			
	Student	School	District	State	Student	School	District	State	Student	School	District	State
Proficient with Distinction												
Proficient												
Partially Proficient												
Substantially Below Proficient												

This Student's Performance in Content Area Subcategories

Reading		Possible Points	Student	Average Points Earned			Students at Proficient Level
				School	District	State	
Word ID/ Vocabulary		9					
Type of Text*	Literary	22					
	Informational	21					
Level of Comprehension*	Initial Understanding	19					
	Analysis and Interpretation	24					

Mathematics	Possible Points	Student	Average Points Earned			Students at Proficient Level
			School	District	State	
Numbers and Operations	30					
Geometry and Measurement	13					
Functions and Algebra	13					
Data, Statistics, and Probability	10					

Writing	Possible Points	Student	Average Points Earned			Students at Proficient Level
			School	District	State	
Structures of Language & Writing Conventions	10					
Short Responses	12					
Extended Response	15					

Comments about this student's writing performance:

*With the exception of Word ID/Vocabulary items, reading items are reported in two ways - Type of Text and Level of Comprehension.

NECAP Student Report - Fall 2007

This report contains results from the Fall 2007 New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. The NECAP tests are designed to measure student performance on grade span expectations (GSE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the current enrolled grade. In other words, content and skills which students have learned through the end of the previous grade.

NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind. More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments. Contact the school for more information on this student's overall achievement.

Achievement Levels and Corresponding Score Ranges

Student performance on the NECAP tests is classified into one of four achievement levels describing students' level of proficiency on the content and skills required through the end of the previous grade. Performance at Proficient or Proficient with Distinction indicates that the student has a level of proficiency necessary to begin working successfully on current grade content and skills. Performance below Proficient suggests that additional instruction and student work may be needed on the previous grade content and skills as the student is introduced to new content and skills at the current grade. Refer to the Achievement Level Descriptions contained in this report for a more detailed description of the achievement levels.

There is a wide range of student proficiency within each achievement level. NECAP test results are also reported as scaled scores to provide additional information about the location of student performance within each achievement level. Grade 11 NECAP scores are reported as four-digit scores in which the first two digits represent the grade level. The remaining digits range from 00 to 80. Scores of 40 and higher indicate a level of proficiency at or above the Proficient level. Scores below 40 indicate proficiency below the Proficient level. For example, a score of 1140 indicates Proficient performance at the grade level. Because writing scores are based on a single writing prompt, a raw score is reported instead of a scaled score.

Comparisons to Other Beginning of Grade Students

The tables in the middle section of the report provide the percentage of students performing at each achievement level in the student's school, district, and statewide. Note that one or two students can have a large impact on percentages in small schools and districts. Results are not reported for schools or districts with nine (9) or fewer students.

Performance in Content Area Subcategories

This section of the report provides information about student performance on sets of items measuring particular content and skills within each test. These results can provide a general idea of relative strengths and weaknesses in comparison to other students. However, results in this section are based on small numbers of test items and should be interpreted cautiously.

Students at Proficient Level

This column shows the average performance on these items of students who performed near the beginning of the Proficient achievement level on the overall test. Students whose performance in a category falls within the range shown performed similarly to those students. This comparison can provide some information about the level of performance needed to perform at the Proficient level.

Comments about this student's writing performance

Students in grade 11 took the NECAP writing test which required students to produce a written response up to three pages long. Student responses were scored independently by two scorers. Each scorer was able to choose up to three comments from a prepared list to provide feedback about each student's performance on the writing prompt. If both scorers selected the same comment, it is listed only once.

Achievement Level Descriptions

Proficient with Distinction (Level 4) - Students performing at this level demonstrate the prerequisite knowledge and skills needed to participate and excel in instructional activities aligned with the grade 9-10 GSEs. Errors made by these students are few and minor and do not reflect gaps in prerequisite knowledge and skills.

These students are prepared to perform successfully in classroom instruction aligned with grade 11-12 expectations.

Proficient (Level 3) - Students performing at this level demonstrate minor gaps in the knowledge and skills needed to participate and perform successfully in instructional activities aligned with the grade 9-10 GSEs.

It is likely that any gaps in the prerequisite knowledge and skills demonstrated by these students can be addressed by the classroom teacher during the course of classroom instruction aligned with grade 11-12 expectations.

Partially Proficient (Level 2) - Students performing at this level demonstrate gaps in the knowledge and skills needed to participate and perform successfully in instructional activities aligned with the grade 9-10 GSEs.
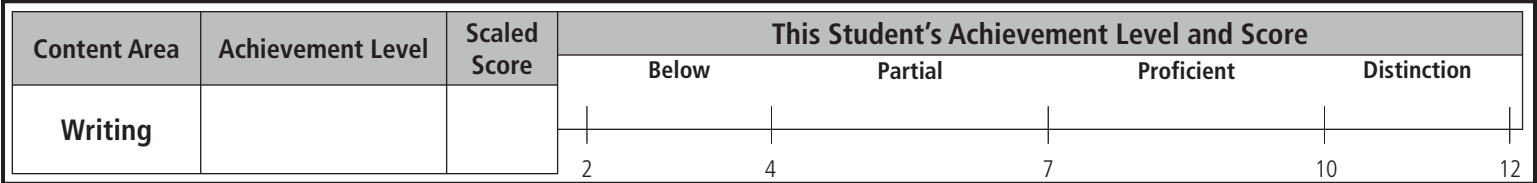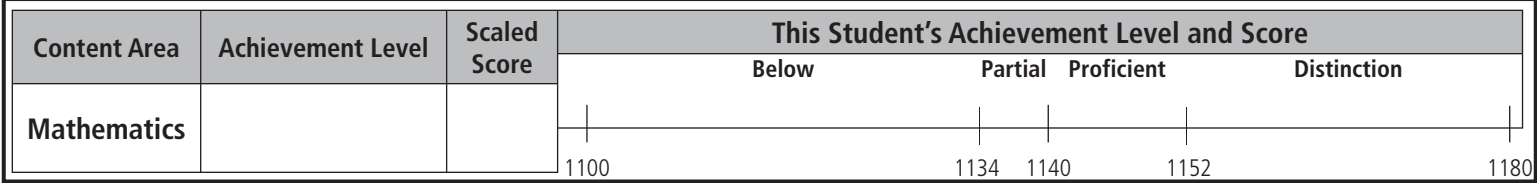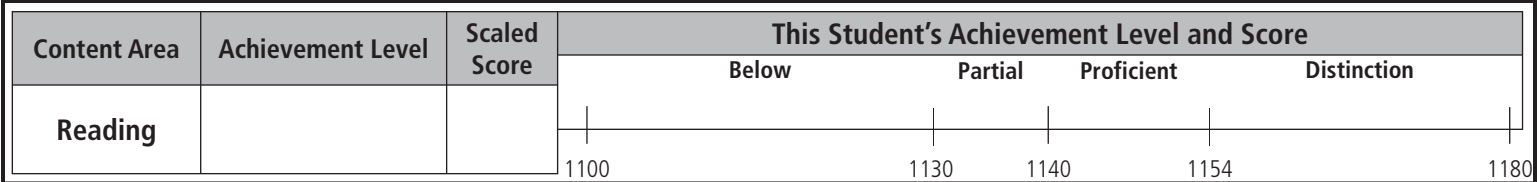
Additional instructional support may be necessary for these students to perform successfully in courses aligned with grade 11-12 expectations.

Substantially Below Proficient (Level 1) - Students performing at this level demonstrate extensive and significant gaps in the prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the grade 9-10 GSEs.

Additional instruction and support is necessary for these students to meet the grade 9-10 GSEs.

Student	Grade 11	School	District	State

Fall 2007 - Beginning of Grade 11 NECAP Test Results

Content Area	Achievement Level	Scaled Score	This Student's Achievement Level and Score
Reading			Below Partial Proficient Distinction 1100 1130 1140 1154 1180

Content Area	Achievement Level	Scaled Score	This Student's Achievement Level and Score
Mathematics			Below Partial Proficient Distinction 1100 1134 1140 1152 1180

Content Area	Achievement Level	Scaled Score	This Student's Achievement Level and Score
Writing			Below Partial Proficient Distinction 2 4 7 10 12

Interpretation of Graphic Display

The line (❙) represents the student's score. The bar (▬▬) surrounding the score represents the probable range of scores for the student if he or she were to be tested many times. This statistic is called the standard error of measurement. See the reverse side for the achievement level descriptions.

This Student's Achievement Level Compared to Other Beginning of Grade 11 Students by School, District, and State

	Reading				Mathematics				Writing			
	Student	School	District	State	Student	School	District	State	Student	School	District	State
Proficient with Distinction												
Proficient												
Partially Proficient												
Substantially Below Proficient												

This Student's Performance in Content Area Subcategories

Reading		Possible Points	Student	Average Points Earned			
				School	District	State	Students at Proficient Level
Word ID/ Vocabulary		10					
Type of Text*	Literary	21					
	Informational	21					
Level of Comprehension*	Initial Understanding	18					
	Analysis and Interpretation	24					

Mathematics	Possible Points	Student	Average Points Earned			
			School	District	State	Students at Proficient Level
Numbers and Operations	10					
Geometry and Measurement	19					
Functions and Algebra	25					
Data, Statistics, and Probability	10					

Comments about this student's writing performance:

Writing	Possible Points	Student	Average Points Earned			
			School	District	State	Students at Proficient Level
Extended Response	12					

*With the exception of Word ID/Vocabulary items, reading items are reported in two ways - Type of Text and Level of Comprehension.

Fall 2007 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2007-2008
Item Analysis Report
Reading

School:
District:
State:
Code: 000-000-00000

	Released Items																	Total Test Results							
Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Subcategory Points Earned					Total Points Earned	Scaled Score	Achievement Level
Content Strand	WV	WV	WV	LI	LI	LA	LA	IA	WV	WV	IA	IA	WV	II	II	IA	IA	Word ID/ Vocabulary	Literary	Informational	Initial Understanding	Analysis & Interpretation			
GSE Code	10-3	10-2	10-3	10-4	10-4	10-5	10-5	10-8	10-2	10-3	10-8	10-8	10-2	10-7	10-7	10-8	10-8								
Depth of Knowledge Code	1	1	2	2	2	2	3	2	2	2	2	2	2	1	2	3									
Item Type	MC	MC	MC	MC	MC	MC	CR	MC	MC	MC	MC	CR	MC	MC	MC	MC	CR								
Correct MC Response	A	C	D	A	B	A		D	B	D	D		A	C	B	A									
Total Possible Points	1	1	1	1	1	1	4	1	1	1	1	4	1	1	1	1	4								

Name/Student ID

Released Item Number																									
Percent Correct/Average Score: School																									
Percent Correct/Average Score: District																									
Percent Correct/Average Score: State																									

LEGEND FOR THE ITEM ANALYSIS REPORT - GRADE 11 READING

Released Items Section

Released Item Number: This number corresponds to the item number in the released item documents. This report provides complete data on items that are being released, which are approximately 25% of the items used to calculate scores.

Content Strand: The letters indicate the content strand with which the item is aligned: Word ID/Vocabulary (**WV**), Literary/Initial Understanding (**LI**), Literary/Analysis & Interpretation (**LA**), Informational/Initial Understanding (**II**), or Informational/Analysis & Interpretation (**IA**).

GSE Code: The first two digits indicate the grade of the GSE tested. The third digit indicates the GSE measured by the item.

Depth of Knowledge Code: This number indicates the Depth of Knowledge to which the item is coded.

Item Type: This indicates whether the question is multiple choice (**MC**) or constructed response (**CR**).

Correct MC Response: This is the correct letter response for multiple-choice questions.

Total Possible Points: The number indicates the maximum points awarded for the item: 1 point for a multiple-choice question and 4 points for a constructed-response question.

Student Item Results: Each student's name and state assigned student identification number are listed, followed by a score for each released item on the test included in this report.
- For multiple-choice (**MC**) questions only, a plus sign (+) indicates a correct response. If the student answered incorrectly, the letter of his or her response is indicated. An asterisk (*) indicates that the student selected more than one response.
- For all other item types, a number indicates how many points a student earned for that item.
- For all item types, a blank space indicates that the student left the question blank. A dash (–) means that the score was invalidated and that the student received no credit for parts of the test that were administered under non-standard conditions.

Total Test Results Section

Subcategory Points Earned: These columns show the points the student earned in each content strand. The content strand points earned are based on all common items in the test and not just the released items.

Total Points Earned: This column shows the total number of points the student earned on all common items. If the row is blank in this column, it means that the student was classified as Not Tested.

Scaled Score: This column shows the scaled score reported as a 4-digit number. The first 2 digits ares the grade and the next two digits are a score of 00-80. If the row is blank in this column, it means that the student was classified as Not Tested. (See Achievement Level below.)

Achievement Level: For Tested students, this column shows the achievement level into which the student's scores fall: **4** = Proficient with Distinction, **3** = Proficient, **2** = Partially Proficient, and **1** = Substantially Below Proficient. For Not Tested students, there are six reasons why a student did not participate: **A** = student participated in an alternate assessment in 2006-07, **L** = student is first year LEP, **W** = student withdrew from school after Oct. 1, 2007, **E** = student enrolled in school after Oct. 1, 2007, **S** = state approved special consideration, and **N** = other reason.

School/District/State Percent Correct/Average Score:
- **Released Items:** Percent correct refers to the percent of tested students who answered a multiple-choice item correctly. Average score refers to the average number of points awarded to all tested students for that constructed-response item.
- **Subcategory Points Earned:** Average score refers to the average number of points awarded to all tested students for that subcategory.

Fall 2007 - Begining of Grade 5 NECAP Tests
Grade 5 Students in 2007-2008
Item Analysis Report
Mathematics

School:
District:
State:
Code: 000-000-00000

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		Released Items																	Total Test Results							
	Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			Subcategory Points Earned					Total Points Earned	Scaled Score	Achievement Level
	Content Strand	NO	NO	NO	NO	NO	GM	FA	FA	FA	DP	GM	DP	GM	DP	NO			Number & Operations	Geometry & Measurement	Functions & Algebra	Data, Statistics, & Probability				
	GLE Code	4-1	4-2	4-2	4-3	4-3	4-7	4-1	4-4	4-4	4-1	4-5	4-2	4-1	4-5	4-1										
	Depth of Knowledge Code	1	1	2	2	2	2	2	2	2	2	2	1	2	2	2										
	Item Type	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	SA	SA	SA	SA	CR										
	Correct MC Response	B	B	B	C	A	D	B	A	D	C															
Name/Student ID	Total Possible Points	1	1	1	1	1	1	1	1	1	1	1	1	2	2	4			30	13	13	10		66		
	Released Item Number																									
	Percent Correct/Average Score: School																									
	Percent Correct/Average Score: District																									
	Percent Correct/Average Score: State																									

LEGEND FOR THE ITEM ANALYSIS REPORT - MATHEMATICS

Released Items Section

Released Item Number: This number corresponds to the item number in the released item documents. This report provides complete data on items that are being released, which are approximately 25% of the items used to calculate scores.

Content Strand: The letters indicate the content strand with which the item is aligned: Numbers & Operations (**NO**), Geometry & Measurement (**GM**), Functions & Algebra (**FA**), or Data, Statistics, & Probability (**DP**).

GLE Code: The first digit indicates the grade of the GLE tested. The second number digit indicates the GLE measured by the item.

Depth of Knowledge Code: This number indicates the Depth of Knowledge to which the item is coded.

Item Type: This indicates whether the question is multiple choice (**MC**), short answer (**SA**), or constructed response (**CR**).

Correct MC Response: This is the correct letter response for multiple-choice questions.

Total Possible Points: The number indicates the maximum points awarded for the item: 1 point for a multiple-choice question; 0-2 points for a short-answer question; and 0-4 points for a constructed-response question (grades 5-8 only).

Student Item Results: Each student's name and state assigned student identification number are listed, followed by a score for each released item on the test included in this report.
- For multiple-choice (**MC**) questions only, a plus sign (+) indicates a correct response. If the student answered incorrectly, the letter of his or her response is indicated. An asterisk (*) indicates that the student selected more than one response.
- For all other item types, a number indicates how many points a student earned for that item.
- For all item types, a blank space indicates that the student left the question blank. A dash (–) means that the score was invalidated and that the student received no credit for parts of the test that were administered under non-standard conditions.

Total Test Results Section

Subcategory Points Earned: These columns show the points the student earned in each content strand. The content strand points earned are based on all common items in the test and not just the released items.

Total Points Earned: This column shows the total number of points the student earned on all common items. If the row is blank in this column, it means that the student was classified as Not Tested.

Scaled Score: This column shows the scaled score reported as a 3-digit number. The first digit is the grade and the next two digits are a score of 00-80. If the row is blank in this column, it means that the student was classified as Not Tested. (See Achievement Level below.)

Achievement Level: For Tested students, this column shows the achievement level into which the student's scores fall: **4** = Proficient with Distinction, **3** = Proficient, **2** = Partially Proficient, and **1** = Substantially Below Proficient. For Not Tested students, there are six reasons why a student did not participate: **A** = student participated in an alternate assessment in 2006-07, **L** = student is first year LEP, **W** = student withdrew from school after Oct. 1, 2007, **E** = student enrolled in school after Oct. 1, 2007, **S** = state approved special consideration, and **N** = other reason.

School/District/State Percent Correct/Average Score:
- **Released Items:** Percent correct refers to the percent of tested students who answered a multiple-choice item correctly. Average score refers to the average number of points awarded to all tested students for that short-answer or constructed-response item.
- **Subcategory Points Earned:** Average score refers to the average number of points awarded to all tested students for that subcategory.

Fall 2007 - Begining of Grade 5 NECAP Tests
Grade 5 Students in 2007-2008
Item Analysis Report
Writing

School:
District:
State:
Code: 000-000-00000

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		Released Items																	Total Test Results						
Released Item Number		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Subcategory Points Earned						
Content Strand		SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	LR	RW	NW	IR	IR	IR	IR	Structures of Language & Writing Conventions	Short Responses	Extended Response			Total Points Earned	Scaled Score	Achievement Level
GLE Code		4-9	4-9	4-1	4-9	4-9	4-1	4-9	4-9	4-1	4-9	4-3	4-8	4-4	4-3	4-3	4-3	4-3								
Depth of Knowledge Code		1	1	2	1	1	2	1	1	2	1	2	2	2	3	3	3	3								
Item Type		MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	CR	CR	CR	SA	SA	SA	ER								
Correct MC Response		C	A	B	D	A	D	A	D	A	C															
Name/Student ID — Total Possible Points		1	1	1	1	1	1	1	1	1	1	4	4	4	1	1	1	12	10	12	15			37		

	Released Item Number																						
Percent Correct/Average Score: School																							
Percent Correct/Average Score: District																							
Percent Correct/Average Score: State																							

LEGEND FOR THE ITEM ANALYSIS REPORT - GRADE 5 WRITING

Released Items Section

Released Item Number: This number corresponds to the item number in the released item documents. The complete writing test, which is made up entirely of common items, is being released. This report provides complete data on those items.

Content Strand: The letters indicate the content strand with which the item is aligned: Structures of Language & Writing Conventions (**SC**), Short Responses — Response to Literary Text (**LR**), Report Writing (**RW**), Narrative Writing (**NW**), Extended Response — Response to Informational Text (**IR**).

GLE Code: The first digit indicates the grade of the GLE tested. The second number digit indicates the GLE measured by the item.

Depth of Knowledge Code: This number indicates the Depth of Knowledge to which the item is coded.

Item Type: This indicates whether the question is multiple choice (**MC**), constructed response (**CR**), short answer (**SA**), or writing prompt (**ER**).

Correct MC Response: This is the correct letter response for multiple-choice questions.

Total Possible Points: The number indicates the maximum points awarded for the item: 1 point for a multiple-choice question, 1 point for a short-answer question, 0-4 points for a constructed-response question, and 0-12 points for the writing prompt.

Student Item Results: Each student's name and state assigned student identification number are listed, followed by a score for each released item on the test included in this report.

- For multiple-choice (**MC**) questions only, a plus sign (+) indicates a correct response. If the student answered incorrectly, the letter of his or her response is indicated. An asterisk (*) indicates that the student selected more than one response.
- For all other item types, a number indicates how many points a student earned for that item.
- For all item types, a blank space indicates that the student left the question blank. A dash (–) means that the score was invalidated and that the student received no credit for parts of the test that were administered under non-standard conditions.

Total Test Results Section

Subcategory Points Earned: These columns show the points the student earned in each content strand. The content strand points earned are based on all items in the test.

Total Points Earned: This column shows the total number of points the student earned on all common items. If the row is blank in this column, it means that the student was classified as Not Tested.

Scaled Score: This column shows the scaled score reported as a 3-digit number. The first digit is the grade and the next two digits are a score of 00-80. If the row is blank in this column, it means that the student was classified as Not Tested. (See Achievement Level below.)

Achievement Level: For Tested students, this column shows the achievement level into which the student's scores fall: **4** = Proficient with Distinction, **3** = Proficient, **2** = Partially Proficient, and **1** = Substantially Below Proficient. For Not Tested students, there are six reasons why a student did not participate: **A** = student participated in an alternate assessment in 2006-07, **L** = student is first year LEP, **W** = student withdrew from school after Oct. 1, 2007, **E** = student enrolled in school after Oct. 1, 2007, **S** = state approved special consideration, and **N** = other reason.

School/District/State Percent Correct/Average Score:
- **Released Items:** Percent correct refers to the percent of tested students who answered a multiple-choice item correctly. Average score refers to the average number of points awarded to all tested students for that short-answer or constructed-response item or the writing prompt.
- **Subcategory Points Earned:** Average score refers to the average number of points awarded to all tested students for that subcategory.

Fall 2007 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2007-2008
Item Analysis Report
Writing

School:
District:
State:
Code: 000-000-00000

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Content Strand	GSE Codes	Depth of Knowledge Code	Item Type	Total Possible Points
Response to Informational Text	10-2, 10-3, 10-1, 10-9	3	Extended Response	12

Name/Student ID	Total Test Results	
	Total Points Earned	Achievement Level
Summary		
School		
District		
State		

Name/Student ID	Total Test Results	
	Total Points Earned	Achievement Level

LEGEND FOR THE ITEM ANALYSIS REPORT - GRADE 11 WRITING

Released Items Section

Content Strand: This indicates the genre of the writing prompt: Response to Informational Text.

GSE Code: The first two digits indicate the grade of the GSE tested. The third digit indicates the GSE measured by the item.

Depth of Knowledge Code: This number indicates the Depth of Knowledge to which the item is coded.

Item Type: This indicates the type of question: Writing Prompt.

Total Possible Points: The number indicates the maximum points awarded for the item: 0-12 points for the writing prompt.

Total Test Results Section

Total Points Earned: This column shows the total number of points the student earned on all common items. If the row is blank in this column, it means that the student was classified as Not Tested.

Achievement Level: For Tested students, this column shows the achievement level into which the student's scores fall: **4** = Proficient with Distinction, **3** = Proficient, **2** = Partially Proficient, and **1** = Substantially Below Proficient. For Not Tested students, there are six reasons why a student did not participate: **A** = student participated in an alternate assessment in 2006-07, **L** = student is first year LEP, **W** = student withdrew from school after Oct. 1, 2007, **E** = student enrolled in school after Oct. 1, 2007, **S** = state approved special consideration, and **N** = other reason.

School/District/State/Average Points:

The numbers in these rows indicate the average number of points earned on the writing test for the school, district, and state.

About The New England Common Assessment Program

This report highlights results from the Fall 2007 New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and 11 and writing tests are administered to students in grades 5, 8, and 11. The NECAP grade 11 tests are designed to measure student performance on grade span expectations (GSE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide two extended responses of 1-3 pages.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade 11 results, schools and districts will also receive Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.

Fall 2007
Beginning of Grade 11
NECAP Tests

Grade 11 Students in 2007-2008

School Results

School:

District:

Code: 000-000-00000

XX

000-000-00000

Fall 2007 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2007-2008
Grade Level Summary Report

School:
District:
State:
Code: 000-000-00000

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2006-07 school year, first year LEP students, students who withdrew from the school after October 1, 2007, students who enrolled in the school after October 1, 2007, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

	School												District						State				
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING																									
MATH																									
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

School:
District:
State:
Code: 000-000-00000

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08													
DISTRICT 2007-08													
STATE 2007-08													

Subtopic	Total Possible Points	Percent of Total Possible Points
		0 10 20 30 40 50 60 70 80 90 100
Word ID/Vocabulary	19	
Type of Text		
Literary	42	
Informational	43	
Level of Comprehension		
Initial Understanding	35	
Analysis & Interpretation	50	

● School
▲ District
◆ State
— Standard Error Bar

Fall 2007 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2007-2008
Disaggregated Reading Results

School:
District:
State:
Code: 000-000-00000

REPORTING CATEGORIES	School												District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students																									
Gender																									
Male																									
Female																									
Not Reported																									
Primary Race/Ethnicity																									
American Indian or Alaskan Native																									
Asian																									
Black or African American																									
Hispanic or Latino																									
Native Hawaiian or Pacific Islander																									
White (non-Hispanic)																									
No Primary Race/Ethnicity Reported																									
LEP Status																									
Currently receiving LEP services																									
Former LEP student - monitoring year 1																									
Former LEP student - monitoring year 2																									
All Other Students																									
IEP																									
Students with an IEP																									
All Other Students																									
SES																									
Economically Disadvantaged Students																									
All Other Students																									
Migrant																									
Migrant Students																									
All Other Students																									
Title I																									
Students Receiving Title I Services																									
All Other Students																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

School:
District:
State:
Code: 000-000-00000

Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient (Level 2)
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08													
DISTRICT 2007-08													
STATE 2007-08													

Subtopic	Total Possible Points	Percent of Total Possible Points
		0 10 20 30 40 50 60 70 80 90 100
Numbers and Operations	20	
Geometry and Measurement	42	
Functions and Algebra	55	
Data, Statistics, and Probability	19	

● School
▲ District
◆ State
— Standard Error Bar

Fall 2007 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2007-2008
Disaggregated Mathematics Results

School:
District:
State:
Code: 000-000-00000

REPORTING CATEGORIES	School											District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students																								
Gender																								
Male																								
Female																								
Not Reported																								
Primary Race/Ethnicity																								
American Indian or Alaskan Native																								
Asian																								
Black or African American																								
Hispanic or Latino																								
Native Hawaiian or Pacific Islander																								
White (non-Hispanic)																								
No Primary Race/Ethnicity Reported																								
LEP Status																								
Currently receiving LEP services																								
Former LEP student - monitoring year 1																								
Former LEP student - monitoring year 2																								
All Other Students																								
IEP																								
Students with an IEP																								
All Other Students																								
SES																								
Economically Disadvantaged Students																								
All Other Students																								
Migrant																								
Migrant Students																								
All Other Students																								
Title I																								
Students Receiving Title I Services																								
All Other Students																								

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

School:
District:
State:
Code: 000-000-00000

Proficient with Distinction (Level 4)
Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

Proficient (Level 3)
Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

Partially Proficient (Level 2)
Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

Substantially Below Proficient (Level 1)
Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08													
DISTRICT 2007-08													
STATE 2007-08													

Strand	Total Possible Points	Percent of Total Possible Points 0 10 20 30 40 50 60 70 80 90 100	Number of Prompts	Distribution of Score Points Across Prompts						
				0	1	2	3	4	5	6
				%	%	%	%	%	%	%
Writing in Response to Text • Response to Informational Text • Response to Literary Text	12		2	School District State						
Informational Writing • Report • Procedure • Persuasive Essay	6		3	School District State						
Expressive Writing • Reflective Essay	18		1	School District State						

● School   ▲ District   ◆ State   — Standard Error Bar

Fall 2007 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2007-2008
Disaggregated Writing Results

REPORTING CATEGORIES	School												District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students																									
Gender																									
Male																									
Female																									
Not Reported																									
Primary Race/Ethnicity																									
American Indian or Alaskan Native																									
Asian																									
Black or African American																									
Hispanic or Latino																									
Native Hawaiian or Pacific Islander																									
White (non-Hispanic)																									
No Primary Race/Ethnicity Reported																									
LEP Status																									
Currently receiving LEP services																									
Former LEP student - monitoring year 1																									
Former LEP student - monitoring year 2																									
All Other Students																									
IEP																									
Students with an IEP																									
All Other Students																									
SES																									
Economically Disadvantaged Students																									
All Other Students																									
Migrant																									
Migrant Students																									
All Other Students																									
Title I																									
Students Receiving Title I Services																									
All Other Students																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

School Summary
2007-2008 Students

Reading	Enrolled	NT Approved	NT Other	Tested	Achievement Level									Mean Scaled Score
	N	N	N	N	Level 4		Level 3		Level 2		Level 1			
					N	%	N	%	N	%	N	%		

Mathematics	Enrolled	NT Approved	NT Other	Tested	Achievement Level									Mean Scaled Score
	N	N	N	N	Level 4		Level 3		Level 2		Level 1			
					N	%	N	%	N	%	N	%		

Writing	Enrolled	NT Approved	NT Other	Tested	Achievement Level									Mean Scaled Score
	N	N	N	N	Level 4		Level 3		Level 2		Level 1			
					N	%	N	%	N	%	N	%		

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

About The New England Common Assessment Program
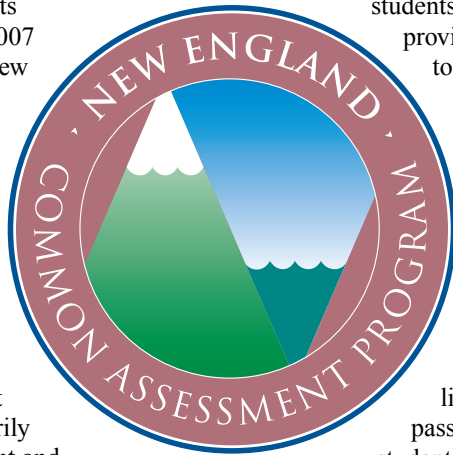
This report highlights results from the Fall 2007 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.

**Fall 2007
Beginning of Grade 5
NECAP Tests**

Grade 5 Students in 2007-2008

District Results

District:

Code: 000-000

Fall 2007 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2007-2008
Grade Level Summary Report

District:
State:
Code: 000-000

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2006-07 school year, rst year LEP students, students who withdrew from the school after October 1, 2007, students who enrolled in the school after October 1, 2007, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

	District											State						State				
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING																									
MATH																									
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Fall 2007 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2007-2008
Reading Results

District:
State:
Code: 000-000

Proficient with Distinction (Level 4)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2005-06 2006-07 **2007-08** Cumulative Total													
DISTRICT 2005-06 2006-07 **2007-08** Cumulative Total													
STATE 2005-06 2006-07 **2007-08** Cumulative Total													

Subtopic	Total Possible Points	Percent of Total Possible Points
		0 10 20 30 40 50 60 70 80 90 100
Word ID/Vocabulary	24	
Type of Text		
Literary	57	
Informational	49	
Level of Comprehension		
Initial Understanding	47	
Analysis & Interpretation	59	

● School
▲ District
◆ State
— Standard Error Bar

Fall 2007 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2007-2008
Disaggregated Reading Results

District:
State:
Code: 000-000

REPORTING CATEGORIES	District												State										
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students																								
Gender																								
Male																								
Female																								
Not Reported																								
Primary Race/Ethnicity																								
American Indian or Alaskan Native																								
Asian																								
Black or African American																								
Hispanic or Latino																								
Native Hawaiian or Pacific Islander																								
White (non-Hispanic)																								
No Primary Race/Ethnicity Reported																								
LEP Status																								
Currently receiving LEP services																								
Former LEP student - monitoring year 1																								
Former LEP student - monitoring year 2																								
All Other Students																								
IEP																								
Students with an IEP																								
All Other Students																								
SES																								
Economically Disadvantaged Students																								
All Other Students																								
Migrant																								
Migrant Students																								
All Other Students																								
Title I																								
Students Receiving Title I Services																								
All Other Students																								

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2007 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2007-2008
Mathematics Results

District:
State:
Code: 000-000

Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient (Level 2)
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2005-06 2006-07 **2007-08** Cumulative Total													
DISTRICT 2005-06 2006-07 **2007-08** Cumulative Total													
STATE 2005-06 2006-07 **2007-08** Cumulative Total													

Subtopic	Total Possible Points	Percent of Total Possible Points
		0 10 20 30 40 50 60 70 80 90 100
Number & Operations	73	
Geometry & Measurement	32	
Functions & Algebra	32	
Data, Statistics, & Probability	25	

● School
▲ District
◆ State
— Standard Error Bar

Fall 2007 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2007-2008
Disaggregated Mathematics Results

District:
State:
Code: 000-000

REPORTING CATEGORIES	District													State										
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students																									
Gender																									
Male																									
Female																									
Not Reported																									
Primary Race/Ethnicity																									
American Indian or Alaskan Native																									
Asian																									
Black or African American																									
Hispanic or Latino																									
Native Hawaiian or Pacific Islander																									
White (non-Hispanic)																									
No Primary Race/Ethnicity Reported																									
LEP Status																									
Currently receiving LEP services																									
Former LEP student - monitoring year 1																									
Former LEP student - monitoring year 2																									
All Other Students																									
IEP																									
Students with an IEP																									
All Other Students																									
SES																									
Economically Disadvantaged Students																									
All Other Students																									
Migrant																									
Migrant Students																									
All Other Students																									
Title I																									
Students Receiving Title I Services																									
All Other Students																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

District:
State:
Code: 000-000

Proficient with Distinction (Level 4)
Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

Proficient (Level 3)
Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

Partially Proficient (Level 2)
Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

Substantially Below Proficient (Level 1)
Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2005-06 2006-07 **2007-08** Cumulative Total													
DISTRICT 2005-06 2006-07 **2007-08** Cumulative Total													
STATE 2005-06 2006-07 **2007-08** Cumulative Total													

Subtopic	Total Possible Points	Percent of Total Possible Points
		0 10 20 30 40 50 60 70 80 90 100
Structures of Language & Writing Conventions	10	
Short Responses	12	
Extended Response	15	

● School
▲ District
◆ State
— Standard Error Bar

Fall 2007 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2007-2008
Disaggregated Writing Results

District:
State:
Code: 000-000

REPORTING CATEGORIES	District											State										
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students																									
Gender																									
Male																									
Female																									
Not Reported																									
Primary Race/Ethnicity																									
American Indian or Alaskan Native																									
Asian																									
Black or African American																									
Hispanic or Latino																									
Native Hawaiian or Pacific Islander																									
White (non-Hispanic)																									
No Primary Race/Ethnicity Reported																									
LEP Status																									
Currently receiving LEP services																									
Former LEP student - monitoring year 1																									
Former LEP student - monitoring year 2																									
All Other Students																									
IEP																									
Students with an IEP																									
All Other Students																									
SES																									
Economically Disadvantaged Students																									
All Other Students																									
Migrant																									
Migrant Students																									
All Other Students																									
Title I																									
Students Receiving Title I Services																									
All Other Students																									

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NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

District Summary
2007-2008 Students

District:
State:
Code: 00

Reading	Enrolled	NT Approved	NT Other	Tested	Achievement Level									Mean Scaled Score
					Level 4		Level 3		Level 2		Level 1			
	N	N	N	N	N	%	N	%	N	%	N	%		

Mathematics	Enrolled	NT Approved	NT Other	Tested	Achievement Level									Mean Scaled Score
					Level 4		Level 3		Level 2		Level 1			
	N	N	N	N	N	%	N	%	N	%	N	%		

Writing	Enrolled	NT Approved	NT Other	Tested	Achievement Level									Mean Scaled Score
					Level 4		Level 3		Level 2		Level 1			
	N	N	N	N	N	%	N	%	N	%	N	%		

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient